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ABSTRACT

Part of a 13-volume series designed to help Lutheran communities assess the feasibility of starting a Lutheran elementary school and to assist ongoing schools in current operation, this publication focuses on recruitment, public relations, and transportation policies in Lutheran elementary schools. It is intended as a way of sharing successful policies with those interested in beginning a new school and to help established schools evaluate their present policies. The handbook begins with the definition of the school's purpose that is necessary before recruitment of students can occur and promotional goals can be formulated. Recruitment procedures are outlined that are intended to be helpful to enrollment planning committees but not intended to serve as complete step-by-step guides. Public relations activities are discussed as a means of promoting goodwill between the school and its parish and communities. The transportation program is dealt with as a key factor in parents' decisions to enroll their children in the school. Steps in developing a transportation program are reviewed. Included in a resources section are a congregation profile sheet, a sample school survey letter and questionnaire, and a sample transportation survey form. (JH)

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RECRUITMENT PUBLIC RELATIONS TRANSPORTATION

INTRODUCTION

DEFINING THE SCHOOL'S PURPOSE

RECRUITMENT PROCEDURES

PUBLIC RELATIONS

TRANSPORTATION

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PLANNING FOR LUTHERAN ELEMENTARY SCHOOLS

EA 012 097

FOREWORD

Lutheran schools in America are flourishing.

Many Lutheran communities are presently conducting feasibility studies to determine if they can have a Lutheran school for their young people. The need for materials to help Lutheran congregations conduct feasibility studies and make responsible educational decisions has become quite urgent.

Through the coordinated efforts and generous financial help of Aid Association for Lutherans, representatives of the educational offices of the Association of Evangelical Lutheran Churches, American Lutheran Church and the Lutheran Church-Missouri Synod have combined their efforts in the development of PLANNING FOR LUTHERAN ELEMENTARY SCHOOLS materials. These materials are companion to PLANNING FOR LUTHERAN HIGH SCHOOLS, and PLANNING FOR LUTHERAN EARLY CHILDHOOD PROGRAMS.

PLANNING FOR LUTHERAN ELEMENTARY SCHOOLS has been designed to help Lutheran communities assess the feasibility of a school for their young people and make plans and responsible decisions for the establishment of a school. Resource materials are intended to assist existing schools in their ongoing operation. While these materials are designed to help congregational leaders, it is advisable to consult with synodical (district or regional) leaders as you begin planning your feasibility study.

Often the principal will be the first person to read this manual. I urge the principal to know the content of this document thoroughly. The principal will order additional copies for those who will benefit from its use. The above is true also for directors of education and early childhood programs.

The work of the following writers is herewith gratefully acknowledged: Dr. Glenn Bracht, Mr. Robert Eggold, Mr. Eldor Kaiser, Mr. Donald Kell, Mr. Ellsworth Kierbs, Dr. Glenn Kraft, Mr. Kenneth Markworth, Mr. Neal Meitler, Rev. Paul Pallmeyer, Mr. Richard Sauer, Mr. Wilbur Tewes and Dr. Martin Wessler. A special word of thanks to the synodical leaders who gave counsel and encouragement in this project: Dr. Victor Constien, Mr. Glenn Moenning, Dr. Al Senske, Dr. Marlin Schultz, Mr. Donald Vetter and Mr. Donald Zimmerman. Thanks to Lois Prahlow for artwork; Jim Reigles for editing; Lois Brandt, Harriette Johnson and Florence Schoenfeldt for typing and Trip Gesch for printing. To Aid Association for Lutherans staff members: Dr. Martin Koehneke, Mr. Fred Pahl, Mr. William Selle and Mr. Donald Stoikey thanks for their encouragement and counsel.

These materials are dedicated to the glory of God for the extension of Lutheran education.

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Martin F. Wessler
Project Director

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INTRODUCTION

To a large extent the success of any school can be directly related to the amount of time and effort spent in promotion and recruitment. A school may be a good school, have an excellent faculty and produce outstanding Christian students, but if the congregation and the surrounding community are unaware of its good qualities, its enrollment policies and its philosophy of education, it will end up serving a limited constituency and will undoubtedly never reach its full potential. The Lord expects more than that from His people.

The purpose of this document is to share successful recruitment, public relations and transportation experiences with parish leaders in communities interested in beginning new schools. The document can also be useful for those established schools that wish to evaluate their present policies or simply look for new ideas. These guidelines should prove valuable to both new and existing schools as they establish or evaluate recruitment policies.

No attempt has been made to formulate specific policies that would fit "the average Lutheran school" since so much healthy variety exists in the operation of Christian day school programs. Universal policies of enrollment, recruitment, transportation, and public relations would be impractical, even if possible. Thus, each school must wrestle with its own purposes and formulate policies to match.

Closely related to recruitment and public relations is transportation. Availability of transportation is a key issue not only for parents who must make decisions with regard to their children's school attendance but also for committees assigned to promote and recruit for the school. Therefore transportation is included along with school promotion in this document.

Note to the reader: You are urged to review the listing of documents on the last page of this booklet. Each document provides detailed information and help for the management of Lutheran schools.

DEFINING THE SCHOOL'S PURPOSE

Before recruitment of students can take place and promotional goals implemented, it is necessary to know the purpose (why) of the school and to whom the school and congregation seeks to offer its services (enrollment policies). Equally important to remember is that all enrollment policies reflect the goals of mission and ministry of the supporting congregations. If the supporting congregation(s) can see clearly how the school is carrying out its function as a mission arm or nurturing agency of the parish, the members of the congregation are more likely to enthusiastically support the school. Therefore, school committees should confer with the pastor and other parish leaders in the development of enrollment policies and priorities.

A. WHY A LUTHERAN SCHOOL

In E01 of this series, several purposes for Lutheran schools are listed under the heading of "Why the Lutheran School." A few examples from E01 follow:

1. Growth in Grace and Knowledge - an exhortation to all Christians to continually seek after Him who is the "way, the truth, and the life." Knowledge of the Lord relates to everything in the life of the child and comes about only through frequent, in-depth contact with Him.
2. Saturating with the Word - because of changing trends in society, less time is available, even for informal training, in the home. Therefore the command of Moses to the children of Israel (Deut. 6:7) to teach God's Word on an around-the-clock basis suggests that more time is needed to train the child in the way he/she should go. The Christian day school has the time.
3. To Communicate the "How" - one of the most obvious advantages of a Lutheran school over a public school is gained in the teaching of moral values which have as their source the Holy Scriptures. Since children are increasingly developing values through secular influences, it is all the more important that parents have the assistance of the Christian day school to "provide the environment where the Word of Truth can produce a reverence and love for God, a knowledge of salvation, a passion for justice, a desire for peace, and a concern for the poor and oppressed of this world."

B. WHO IS TO BE ENROLLED IN A LUTHERAN SCHOOL

The purposes listed above help answer the question "why" we have Lutheran schools. Now it is in order to ask the question for whom the Lutheran school exists. The following enrollment guidelines are designed to offer new schools the basis for some deep introspection and deliberation on the question of whom the new school is to serve. Established schools, on the other hand, are presented these guidelines both as a tool for evaluation of their existing guidelines and as a challenge to review their enrollment policies as they consider their future in a changing world. The guidelines are written in the form of a Credo (what we believe) about Lutheran schools. They are taken from "Lutheran School Enrollment Guidelines," Board of Parish Education, LCMS, St. Louis, Mo., 1978.

We believe that God is Creator of all people and the Source of all their gifts. We further believe that education must include spiritual teaching and training so that individuals will recognize their lives and gifts as coming from God. They will then have the proper motivation to use their lives and gifts to the glory of God and the benefit of others.

Christian schools carry out the mission of the Church. They promote the faith-growth initiated by the Holy Spirit. We are dedicated to making Lutheran schools avenues for gaining disciples as well as for nurturing those who are His. Students of Lutheran schools normally will be members of Christian congregations; will come from families interested in church membership; or will be from families who, in the opinion of the school administration, represent valid mission prospects. In every instance, evidence of parental concern for Christian education ought to be a primary factor in enrollment determination.

We believe that Christ died for all people so that by faith in Him we are His children in one family. As sisters and brothers in Christ, we enrich one another. This multicultural enrichment occurs as Christian schools become culturally aware and actively recruit students from their neighborhood. Therefore, we are committed to the establishment and maintenance of Lutheran schools which enhance life by providing quality education for all cultural and ethnic groups through teaching God's Word and supporting the Christian faith and life.

As community citizens, we support public school efforts toward quality education for all people. We work cooperatively with church and community leaders and with the courts to promote favorable educational legislation and practices for the improvement of life for people of every race, economic level, sex, and faith.

We find it contrary to the purposes of Lutheran schools for them to become sanctuaries from racial desegregation, socio-economic issues, unacceptable educational programs, transportation difficulties, and other school-related problems. These in themselves must not constitute a valid reason for accepting new students. Our policies and practices ought to demonstrate consistently that we maintain schools not as substitutes for the public education available but as alternatives that include the promotion of the Christian faith. Administrators need to share the philosophy of Lutheran education with potential enrollee families in order that they understand the unique purposes of Lutheran Christian education prior to enrollment in Lutheran school programs.



C. EXAMPLES OF EXISTING SCHOOLS

Based on the above guidelines, the following examples of existing Lutheran schools are offered as a representation of the most commonly found Lutheran schools in America. It should be noted that in many cases an existing school will be a combination of one or more of the examples described.

Example 1: The Lutheran school that is the primary nurturing agency of the congregation.

- based on traditional parochial concepts these schools generally charge no tuition to children of members and accept a limited number of nonmembers on a tuition basis as room permits.

Example 2: The Lutheran school that is a mission to the community it serves.

- changing demographic patterns have left some schools without the nucleus of member children as above. These schools generally advertise their availability and accept children of nonmembers whose parents desire a strong program of Christian education for their children. These tuition students compliment the enrollment of member's children and provide needed funds for maintaining quality, full-time educational programs in many parishes.

Example 3: The Lutheran school that is an "open-door" to the neighborhood it serves.

- many Lutheran congregations continue to operate a Christian day school when the majority of students are nonmembers. In many of these congregations the school provides the only viable entry into homes in the neighborhood. Tuition fees are charged, and scholarships are generally available.

Example 4: The Lutheran school that provides an alternative to public schools.

- while still owned and operated by a parish or group of parishes these tuition schools accept any child whose parents subscribe to the policies of enrollment and who desire the quality Christian education program offered. Even children of members pay a tuition fee.

It is important to note that many of the above examples evolved as the result of change -- changing neighborhoods, changing philosophies of ministry, and changing social and economic conditions. The congregation that is faced with changing conditions and is able to adapt itself to meet the needs of people caught up in those changes is not only healthy, but God-pleasing as well. Change for them has become a primary factor of growth.

For additional help in defining the school's purpose and setting school goals, please read Guidelines for Starting a New School, (E02, pages 1 to 6).

D. ADMISSION POLICIES

Finally, before recruitment and public relations can begin it is helpful to know the answers to some specific questions on the admission of students. Enrollment policies should be established by the entire Board of Christian Education or School Board and should cover the following areas:

1. Order of admission - a statement as to which children will receive priority in enrollment (members first, mission prospects next, etc.).
2. Class size limitations - how many children will be accepted into each classroom before either another teacher and classroom are added or before a waiting list is formed.
3. Age of enrollment - each state may have a different minimum age requirement; however, each school should have a policy on the minimum age of enrollment, either confirming the state policy or stating their own.
4. Tuition and other fee schedules - all fees should be established before the recruitment committee begins its work so that many decisions concerning enrollment will hinge on the total cost involved.
5. Nondiscrimination - according to the Internal Revenue Service, if the school and church are to maintain their tax-free status, all promotional materials must include a statement concerning non-discrimination. The Lutheran school should state that it admits students of any race, color, national and ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the school. Another policy should state that the school does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. In compliance with the law, the preceding statement must appear in any handbooks, brochures, or catalogs published by the school which deal with student enrollment or recruitment, and an annual public statement to the same effect must be made through local news media. A copy must be kept on file as proof that this has been accomplished. New schools would do well to check with education offices at their church headquarters to ascertain the specific procedures which must be followed.

Note to the reader: You are urged to review the listing of documents on the last page of this booklet. Each document provides detailed information and help for the management of Lutheran schools.

RECRUITMENT PROCEDURES

The term recruitment as used in this document shall mean the solicitation and enlistment of students through a systematic program carried out primarily within the parish and the participating congregations. The ideas presented herein are intended as helpful resources for the Enrollment Planning Committee (E02, pp 17 ff) and not as step-by-step guides for a beginning school. Existing schools, however, may well benefit from the ideas presented herein as guidelines for the establishment of a thorough and ongoing recruitment program.

A. NEED FOR RECRUITMENT

In emphasizing the need for recruitment, all congregations are reminded that Christian education is a concept that must constantly be retaught and resold. Therefore, any recruitment plan must offer ongoing education and follow-through. Several reasons can be given for this need:

- we are living in a highly mobile society which discourages contact with the church
- the family lifestyle has changed and commitment to parish agencies may not be taken for granted
- children are given more individual choice whether or not to participate in the educational agencies of the church.

Some reasons why the church must do the work of recruiting are:

- the church must assume leadership
- it must be accountable for its "souls"
- the Great Commission is carried out when God's children are "nurtured" in His church
- the church must develop and implement a plan of recruitment that would allow every life to be touched by the nurturing process of the fellowship of all believers.

B. ORGANIZING FOR RECRUITMENT

The first step in organizing a systematic recruitment effort is the appointment of a steering committee. To insure continuity it is especially helpful to have the principal serve as the chairman of the committee since the principal should have the greatest motivation for a growing enrollment and the best access to church and school records, facilities, materials, etc. Additional members of the steering committee should consist of parents who are convinced of the advantages of a Christian day school and are willing to share their views with others. The pastor(s) should be invited to serve as an ex officio member.

While it will be the immediate task of this committee to contact children of school age to enroll in the school, long range planning should take into consideration these two facts:

- recruitment must begin at an early point in the child's life and must include every child in the parish

- to gain the full support of the pastor and the entire congregation, the recruitment committee should consider itself a recruitment arm for all agencies of Christian education in the parish. Therefore, if a family chooses or does not choose to send their children to the school (they may live too far away for convenient enrollment in the school), they should be urged to attend the Sunday school or other appropriate agencies sponsored by the church. There is no sense in having some members "recruit" (or compete) for the school, some for the Sunday school, and others for vacation Bible school or other agencies.

C. INITIAL ACTIVITIES

Before goals can be established and actual recruitment steps taken, it is necessary to obtain a congregational profile and other helpful background information.

Utilize the following activities as appropriate to the situation at hand:

- Activity 1: Develop a profile sheet of the congregation for the past five years showing the number of baptized children at each age level, the number of children enrolled in the school, the number attending Sunday school, etc. A sample profile sheet is included on page 23 of this document.
- Activity 2: On an enlarged map of the area, plot all of the families with pre-school and school-aged children. Use different colored pins to code age levels, number of children per family, or other useful information.
- Activity 3: Survey nonschool-member parents for their ideas about the Lutheran school and what it would take to gain their support. (Sample Survey Form, page 24)
- include a friendly letter of introduction and explanation
 - to encourage response provide a check list of reasons for not using the school such as: a) costs too much, b) too far away, c) few extra-curricular opportunities, etc.
 - provide space for parent to react or make suggestions
 - for best results, include a stamped, self-addressed envelope
- Activity 4: Consolidate and evaluate the data collected and determine the direction in which the committee needs to move.



D. SETTING GOALS

Begin by identifying target populations to be reached. If a new school will open with grades K-3, or if an existing school is considering adding a ninth grade, these are the groups with which to begin. If a new school will offer bus service, those families living within reasonable boundaries should be primary targets. An existing school might simply be attempting to reach more of its potential students who are not presently attending the school. Utilize a similar process of "Setting Goals" as suggested earlier in this document under the section entitled "Defining the School's Purpose." Based on information gathered in the previous section (Initial Activities), set realistic but challenging goals. In formulating goals include the following:

- establishment of a first year enrollment projection
- development of a five-year enrollment projection
- establishment of percentage goals and numerical goals for the students from all the congregations who would attend the school
- development of a practical and functional recruitment program within the congregation(s)
- development of appropriate and attractive recruitment materials

E. RECRUITMENT ACTIVITIES

Once the goals have been established and preliminary work has been accomplished, the committee is ready to put a plan into action. As with other promotional programs, whether within the church or without, a variety of approaches offers the greatest possibility of success. Recruitment efforts are no different. The following activities should be utilized as appropriate to the particular situation involved. The more activities incorporated by the committee the better should be the results.

Activity 1: Undoubtedly the best recruitment method of all is to make personal calls on every eligible family. These calls should be made by interested and committed parents or "satisfied customers," if available. These teams of callers should be oriented by the subcommittee chairman or principal and should have a definite agenda to accomplish. Callers should be prepared to:

- tell the reasons for opening a Christian day school by stating its goals and objectives
- give information on anticipated grade levels, staff persons, curriculum, and potential number of students
- share enrollment procedures and information on any fees to be charged
- give personal witness
- have school literature to leave with the families and include enrollment forms
- indicate a second call will be made to see if there are any questions and if they have made a decision
- invite family to worship services, Sunday school, Bible class and other nurture agencies
- return for follow-up visit or make telephone call as promised

Activity 2: Prepare a mailing list of all eligible prospects and send periodic mailings including recent school developments, newsletters, the names of students (and their parents) who have already enrolled, minutes of school board meetings if appropriate, any special congregational happenings, and perhaps a tract on child development, home devotions, school promotion, etc.

Activity 3: Provide an open-house session either in the school or at the church for parents of the different age groups that will be served. Offer educational information and speakers on such topics as:

- why Lutheran schools
- child development and training
- respect and responsibility
- Christian learning in the home
- Christian discipline in the home and school
- Effectiveness Training for Lutherans
- extracurricular programs the school will offer
- the school curriculum

This get-together provides an opportunity for parents to see which other families are interested in sending children to the school. It can help build an *esprit de corps* among the members.

Activity 4: Offer the opportunity for "cottage meetings" to be held in members' homes. Offer programs similar to above. Invitations to cottage meetings should be personally extended by the host families. Has the same advantages as #3 above.

Activity 5: Develop a slide-sound presentation to be shown at parent group meetings, church meetings, perhaps even at a worship service, and to neighboring congregations or other Lutheran churches in the area.

The presentation should include:

- reasons for having a school
- who is invited to enroll
- where the school will be located
- what subjects will be taught and by whom
- other extracurricular benefits and services available
- the costs involved

Slides could include classroom shots from within the school (or of other Lutheran schools), buses, hot lunch programs, science experiments, athletic or physical education programs, chapel services, staff members, religion books, etc. Also include shots of board members, planning committees, and others.

Activity 6: Post a sign on the church or school grounds welcoming enrollments to the school. Display telephone number. It should be attractive and professionally done. Briefly outline what the new school will do and who may attend.

Activity 7: Purchase or obtain donated billboard space announcing and inviting open enrollments to anyone interested in a Christian education, if this is consistent with the goals and objectives to be achieved.

Activity 8: Consider the utilization of radio and television 30 or 60 second spots. Radio spots can be developed locally in conjunction with one or more radio stations. Several television spots are available for purchase from the Board of Parish Education, St. Louis, MO. Write to The BPE, 3558 S. Jefferson, St. Louis, MO 63118 for information. Some stations will broadcast spots as a public service, others will charge, especially during prime time.

Activity 9: Purchase an ad in local newspapers announcing enrollment openings are now available.

Activity 10: Develop a file card (key-sort-punch-card) system. Include every child in the parish from birth through confirmation (and beyond). Identify by year of birth, location, past and present participation in educational agencies of the parish, etc.

NOTE: Congregations are reminded to be aware of the need to make recruitment a multicultural happening, and whenever the situation allows, concentrated efforts should be made to include members of all races and ethnic origins, both in recruitment materials and in actual recruiting efforts.

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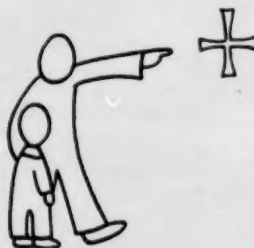
F. CONCLUSION

Eventually, every good recruitment effort must start with the newborn child. Where cradle-roll programs already exist, the recruitment program should be an extension of same. Otherwise, as soon as possible after a new school has been established, the recruitment committee should implement a program that would make the initial call on a family as soon after birth of a new child as feasible. Callers should always leave some bit of helpful information for the parent and remind the parent of the various "nurture" opportunities offered by the congregation. For maximum effect, a call or contact of some kind should be made at least once each year.

In a family where the parents of a pre-school child have been visited for several years in a row, it is hard to imagine that family rejecting the invitation to participate at all levels of nurture and education.

RESOURCES

1. Recruitment Strategies for Lutheran High Schools, H08: Planning for Lutheran High Schools, Board of Parish Education, 3558 South Jefferson Avenue, St. Louis, Missouri 63118.
2. That We May Grow: A Recruitment Manual for the Christian Education Programs of the Church, Lutheran Association for Elementary Education, 1145 South Barr Street, Fort Wayne, Indiana 46802.
3. Developing a Recruitment Strategy for Your High School, Anderson/Roethle Associates, Inc., 811 East Wisconsin Avenue, Milwaukee, Wisconsin 53202.
4. Cradle-roll materials available from Augsburg Publishing House, 426 South Fifth Street, Minneapolis, Minnesota 55415.
5. Cradle-roll materials, Recruitment brochures, etc. available from Board of Parish Education, 3559 South Jefferson Avenue, St. Louis, Missouri 63118.
6. Sample brochures, TV spots, and other recruitment materials available from District Offices and neighboring school congregations.



PUBLIC RELATIONS

Broadly defined, public relations in Lutheran schools is the promotion of goodwill between the school and the parish, and between the school and the greater community it serves. When a promotional emphasis is aimed at an audience beyond the parish, a double benefit is attained. Just as most people like to see their pictures or their names in print, so do most members feel proud when "their" congregation or "their" school is featured in some way in the print or media form.

The best way to get good publicity is to project a good "image." Making sure the school building looks attractive to prospective students and parents is as important as getting information "published" in a local newspaper. Good public relations is much more than media exposure.

A. ORGANIZED PLANNING

The success of public relations is directly related to the people behind it. A strong committee of interested and willing persons with some experience is important. One member of the faculty should be assigned to this committee, or even serve as its chairperson, so a definite informational flow exists between this committee and the other church and school committees involved in the operation of the school.

If possible, it would be wise to screen the congregation for persons with some expertise in the public-relations field. Others to include might be a printer, photographer, TV or radio employee, newspaper person, and perhaps an English or journalism major or teacher who could assist with writing copy. Don't overlook retired persons as potential resources.

B. DETERMINING AUDIENCES

Once the committee has been formed, determine who it is you are trying to reach. Several groups come to mind such as:

- the community at large
- the congregation at large
- parents of school-age children within the congregation
- parents of children enrolled in public schools
- neighborhood parents
- parents in sister congregations or other neighborhood Protestant or Lutheran churches
- voters' assemblies
- public-school personnel

While, in some cases a single promotional tool will cover all or many of the audiences identified, the more specific the PR tool can be made to meet the needs of the targeted audience, the more likely the effort is to be effective.

C. PUBLIC RELATIONS ACTIVITIES

The more and varied ways the story can be told, the better. Utilize as many of the activities suggested below as feasible:

Activity 1: Develop colorful and appropriate printed materials highlighting the new school. An attractive brochure should tell the school story. Use color, pictures, and as few words as possible in getting the message across to the people. A quality, professional promotional brochure says to potential supporters that the school will also be quality. Consider:

- including the goals and objectives of the school
- briefly describing the curriculum and teacher qualifications
- highlighting special features of the school
- giving complete and accurate enrollment information, including procedures on where and when to enroll and how to obtain additional information
- including the mandatory nondiscrimination clause mentioned in the "Defining the School's Purpose" section, page 5.
- distributing as widely as possible in every-member mailings, bulletin inserts, flyers, etc.

Activity 2: Prepare sequential announcements about the school and release them to the various news media on predetermined dates. A timetable of news releases should be established shortly after the PR committee begins to function. After the timetable has been established and prior to the first release, personally contact the news editor or feature editor to establish a relationship. Always present prepared copy. Suggest that they "feature" the new school in an article telling about the philosophy and objectives of the school. (Why are parents willing to sacrifice so much to send their children to a nonpublic school?)

- inform news media of all major events, i.e. ground-breaking, dedication, installations, opening day activities, guest speakers, and the like
- include photographs of the school and/or of appropriate leadership personnel, also a copy of the brochure described in #1
- name the person to contact for additional information



Activity 3: Invite the chairman of the planning committee to write a general letter announcing and describing the new school or building. Mail this letter to public officials, civic leaders, public school officials, church leaders, and others you wish to inform about the opening or dedication of the new school.

- include what, when, where and why
- invite to dedication services and other opening festivities such as an open house
- include a copy of the brochure

Activity 4: When nonmember enrollments are encouraged, design and place large, attractive posters in neighboring churches, business establishments, and the like.

Activity 5: Prepare bulletin inserts for neighboring churches, member congregations and sister parishes.

Activity 6: Depending on the area or the neighborhood, pass out flyers at local supermarkets or shopping centers, or distribute door to door.

Activity 7: Develop a slide presentation for showing at regular and special meetings in the participating congregations, neighborhood parishes, or sister churches. Coordinate this activity with the Recruitment Committee (See Activity #5/Recruitment Procedures, page 9).

Activity 8: Give regular reports at congregational meetings on the progress of the school. Invite a school board member, principal, teacher and students to give reports.

Activity 9: Cooperate with the Recruitment Committee in the development of appropriate promotional materials and publicity ideas designed to aid enrollment programs.

Activity 10: Always create a positive image through clear, clean, and correct copy, including correct spelling, etc.

Activity 11: Keep the school building and grounds neat and clean. Nothing indicates to both the passing public and to loyal patrons the quality and care found in the school better than the appearance of both the inside and outside of the building, including the school grounds. The public relations committee should follow proper lines of authority to see that this aspect of good PR is carefully followed.

Activity 12: Urge teacher involvement in community activities as another excellent promotional tool for the school. Whether serving on a civic committee or directing a summer park program or attending classes at a local college or university, the relationship between the school and the community will be enhanced by the faculty's participation in such endeavors.

Activity 13: Involve children in such things as Christian witness activities, visiting the sick or elderly at a nursing home, or assisting in community service projects such as helping clean up littered areas of the neighborhood. All of these endeavors help communicate that the school cares about people and the community it serves. Caring = good PR.

Activity 14: Establish a public relations "calendar of ideas." Plan on promoting one aspect of the school program on a monthly basis. Select an area of the curriculum to feature, a teacher with an interesting background, a human interest story about one of the families or children enrolled, the extracurricular program, the unique weekly or daily chapel services, the remedial program, the religion program, etc. After selecting the appropriate target audience (voter's assembly, neighborhood, Bible class) decide on the best method and assign a member of the committee to follow-through on the task.

D. CONCLUSION

While strict dress codes, high test scores, and "back to basics" can all be perceived as elements of quality education and therefore good public relations, they are delicate matters needing a careful approach. It is better to let interested persons inquire how well students do on achievement tests than to publish data, since inviting comparisons between public schools and nonpublic schools can lead to misunderstanding and hard feelings and is, at best, a tenuous proposition.

RESOURCES

1. School Communications: PR That's Different, Ervin Henkelmann, Information Bulletin 317-2, The Board of Parish Education, 3558 South Jefferson Avenue, St. Louis, Missouri 63118. A 10-page pamphlet especially written for Lutheran schools. Contains a bibliography.
2. Performing Our Patterns: Developing Outside Relationships, PE-47 #8191, available from the Board of Parish Education, 3558 South Jefferson Avenue, St. Louis, Missouri 63118. A 6-page study document on how to present Lutheran schools to others.
3. Performing Our Patterns: Intensifying Commitment, PE-47 #8190, available as above (see #2). A 6-page study document on how to promote the Lutheran school within the parish.
4. School Communications: Ideas That Work, Donald Bagin, McGraw Hill Publishing Company, 1972. A book on the subject - written for public schools.
5. Public Relations for Private Schools, Sheilah Hillman, Hillman Press, 1977. Order from Institute for Catholic Educational Leadership, University of San Francisco School of Education, Campion Hall, San Francisco, California 94117. A 50-page step-by-step handbook.

TRANSPORTATION

A. BACKGROUND

One of the first questions asked of those starting a new school is whether the sponsoring congregation(s) will furnish some kind of transportation. In some schools, the transportation system has become the key factor for the school. If schools are unable to offer help in transportation, some parents cannot, or will not, enroll their children in the school.

This is a difficult area for decision-making since, while it is one of the most vital areas in encouraging and facilitating enrollment registrations, it is also fraught with frustrations and high costs.

B. NEED FOR A TRANSPORTATION PROGRAM

Because some Lutheran schools are not neighborhood schools, longer distances are the rule rather than the exception. Many school patrons cross one or more public school boundaries or district lines to attend a Lutheran school. In many states this makes schools ineligible for public-school busing, even where busing of private-school children is permitted by law. In other states, laws may restrict or even forbid the transportation of nonpublic school children on public buses.

The greatest need, however, is for parents of Lutheran school students to be assured that their children are safe from harm and have a way to get to and from school in an efficient and effective way. Increasingly, schools are assuming a greater role in providing transportation.

Providing transportation happens in a variety of ways and for many different reasons; this is true of public as well as private schools.

C. CHECKING OUT TRANSPORTATION

Before the public relations and recruitment committees can effectively develop complete recruitment strategies, they must know the transportation provisions, if any.

Activity 1: Prepare a transportation information questionnaire and conduct a survey of parents to determine their interest in and need for transportation. (Sample form provided on page 26.) It is necessary to ascertain if some parents, most parents, or none of the parents indicate a concern for their children's travelling to and from school. Are they scattered in all directions geographically or do they tend to be located in one area? As subsequent surveys are sent, the committee should begin to zero in on more specific problems and concerns expressed by interested parents. This information will be helpful in making final plans.

- Activity 2: Explore laws governing the state's responsibility for transporting private-school students. Ask questions not only of the local public-school superintendent, but also of the state superintendent of public instruction. Unless the state law is written so unequivocally as to deny all forms of bus service to private students, make an official request of the public school superintendent for service and let the responsibility for making an official decision rest with the superintendent.
- Activity 3: Consider the feasibility, availability and proximity of utilizing city bus transportation for your school. If at all feasible, consider this as a strong alternative to operating congregation-owned buses. Also investigate the cost and availability of chartering a city bus or buses from private transportation companies for regular morning and evening bus service. Some public transportation systems will contract special school runs. While it may be slightly more expensive to operate on a contract basis, the extra money is usually well spent. Children's payments for this service can either be made directly to the bus company or to the school if the school intends to subsidize the program in any way.
- Activity 4: Investigate the possibility of utilizing car pools of volunteer parents. Conduct a survey to determine if parent preferences favor a car-pool plan. Don't overlook the fact that some parents who are unable to participate in the car pool could offer financial support. The important factor in organizing a car-pool system is communication. Parents need to know who lives in their neighborhood with whom they might "pool." The school should become the catalyst for communication and provide the encouragement for this kind of a transportation program.
- Activity 5: When it becomes evident that the operation of one or more school buses or vans is the only way to meet the needs of interested parents, the committee should contact the traffic safety department of the state to examine laws regarding the private operation of school buses. Also check into driver qualifications and licensing and any other laws governing the operation of school buses. Because some state laws apply only to schools accredited by the state (such as public schools), make sure that the laws which are investigated apply to private schools as well as public schools. It would be advisable to check with private schools which bus children to determine how these schools meet state requirements.
- Activity 6: Determine capital costs. Unfortunately, when starting from scratch, the costs may seem staggering and overwhelming - at least for inexperienced school leaders. Therefore, also investigate the cost of used buses. However, determine early to purchase quality equipment to avoid excessive maintenance costs and frequent breakdowns.

Activity 7: Check into the following operational costs:

- driver wages plus social security, etc.
- gas and oil
- maintenance allowance (including tires)
- insurance
- depreciation (or replacement fund)

(Note: Call the local public-school transportation director to get "average cost-per-mile" figures, plus driver wages, insurance costs, etc. Then check with other private schools in the area and compare their costs.)

Activity 8: Explore the possibility of coordinating transportation with other Lutheran or private schools. Dividing the area to be served among several schools and buses greatly reduces the territory needed to be covered by one bus. By designating scheduled "transfer" points, a relatively simple system of cutting costs and the time involved is achieved.

Activity 9: Consider the use of several vans in place of a single school bus. Vans offer several advantages:

- easier to maneuver
- less expensive to purchase, operate and maintain
- prospective drivers are easier to interest in driving a van than a bus
- generally children are easier to manage
- the potential of free bus driving service (if driven by a parent who is given free service for his/her children and/or free use of the van for occasional family use.)

D. DEVELOPING A PLAN

Based on the thorough investigation of all of the available options plus the needs expressed by the prospective parents, the committee should develop a first-year plan.

Should the decision involve the purchase of a congregation-owned bus or van the following first steps should be taken.

Activity 1: Appoint a transportation manager. This person should work closely with the principal.

Note to the reader: You are urged to review the listing of documents on the last page of this booklet. Each document provides detailed information and help for the management of Lutheran schools.

- Activity 2: Routing - obtain and mount an area map (3' x 5'). With the use of colored pins, mark the location of each prospective student. Use a different color to indicate the number of children in each family (1 child in a family - black pin; two - red; three - green; etc.). If it becomes necessary to further delineate student information, different colors of fingernail polish are helpful - dab a pin with a spot of yellow to indicate a kindergarten pupil, a "doubtful" attender, or whatever.
- Activity 3: After a careful determination of student location, establish boundaries beyond which the bus(es) will not run. Parents living beyond those boundaries should be encouraged to get their children to the boundary for pick up by the bus. Also, announce that the school will assist parents in establishing car pools for those living beyond the boundaries.
- Activity 4: Establish a preliminary budget. Include recommendations about how the money is to be raised, whether by congregational subsidy, student user fees, or a combination of both. Income for the transportation system is usually borne partly by those utilizing the buses and partly by the supporting congregations. A sample plan might be:
- student users pay operating costs such as driver's wages, gas, oil, insurance and maintenance. User fees generally are broken down by the number of students riding per family (ex. 1 student = \$12.00 per month; 2 per family = \$16.00 per month; 3 or more = \$20.00)
 - congregation pays for capital investment and financing of the vehicle(s). Sometimes this cost is prorated over a period of years; occasionally a depreciation fee is added to the student user fees; or frequently, the congregation provides a special fund drive to obtain financing for the new bus. Bazaars, chicken dinners, carnivals and car washes have all been utilized as part of the "bus fund" efforts. A.A.L. branches have often assisted in the form of "matching grants" for A.A.L. projects sponsored in the congregation(s). Remember that the congregation-owned bus offers opportunities to the parish for use beyond the school hours, such as youth groups, senior citizens, vacation Bible school, and the like.
- Activity 5: Select and hire a bus driver. Make sure a rigorous training and orientation session precedes the first day of actual student participation. The safety of the children is too important to slack off in this area simply because the committee is relieved that a driver has been found. Check with local public school officials to see what kind of orientation program they provide for new drivers.
- Activity 6: Adopt policies for bus drivers and students regarding discipline and other expectations. Clear policies can save much frustration and anxiety. Some simple understandings with the bus driver(s) might include:
- being on time every morning, not early and not late
 - never leave the bus unattended while children are on the bus
 - no smoking on the bus while children are present

- enforce student discipline according to the rules of conduct established by the committee
- bus should be kept clean (inside and outside)
- in case of illness notify the transportation manager at least one hour before the scheduled departure time
- while it may seem far-fetched to mention such commonly accepted Christian standards as no profane, vulgar, or abusive language; no drinking of alcoholic beverages while on duty, and being of good moral character, some schools have found such guidelines important enough to include in policy handbooks

Activity 7: Adopt some rules of conduct for students. Several generally accepted rules include:

- being on time at bus stop
- staying in his/her seat
- keeping head or hands inside the bus windows
- no fighting on the bus
- no annoying of classmates
- no use of profane language
- no rudeness and discourteousness
- no eating, littering, or general destructive behavior on the bus

Activity 8: The final step prior to the opening of school is the establishment of the final route list and the actual routing of the bus. This cannot be done until after the final and official registration day. By using the original map and removing the pins of those families which did not enroll their children, the planner can prepare a final route list. Generally plan that students picked up first in the morning are returned home first in the afternoon. It is not always possible.

Once the route is established, a pick-up time for each student must be determined. The best way to accomplish this is to have the driver take the bus and "run" the route several times, stopping at each stop and charting the time.

Because of the confusion of first-week activities, late registrants may have to be without bus service until the second week of school.

E. CONCLUSION

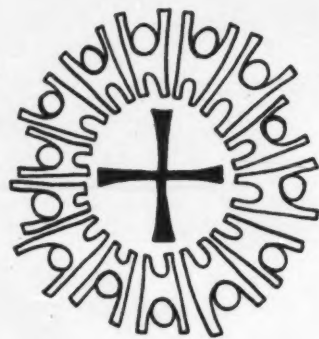
Finally, be prepared for emergencies such as breakdowns, impassable roads, inclement weather, driver illness, accidents, and so forth. Make arrangements with the local radio station for making public-service announcements in case bus service is disrupted or not possible. Have back-up drivers available, and always keep emergency telephone numbers and instructions in the vehicle.

Such is the reality of operating a transportation program.

RESOURCES

1. Transportation Costs - Information Bulletin No. 31077, Board of Parish Education, 3558 South Jefferson Avenue, St. Louis, Missouri 63118.
2. State Departments of Public Instruction or Traffic Safety.





RESOURCES

- A. CONGREGATION PROFILE SHEET
- B. SAMPLE SCHOOL SURVEY LETTER AND QUESTIONNAIRE
- C. SAMPLE TRANSPORTATION SURVEY FORM

A. CONGREGATION PROFILE SHEET

Using your church records, compile the following information:

Congregation Name _____ Pastor _____

Beginning with the most recent year on the first line, list data in appropriate columns:

Last Five Years	No. of Baptized Members	No. of Confirmed Members	Average Church Attendance	Contributions		Reserves	Indebtedness
				At Home	At Large		
19__	_____	_____	_____	\$ _____	\$ _____	\$ _____	\$ _____
19__	_____	_____	_____	\$ _____	\$ _____	\$ _____	\$ _____
19__	_____	_____	_____	\$ _____	\$ _____	\$ _____	\$ _____
19__	_____	_____	_____	\$ _____	\$ _____	\$ _____	\$ _____
19__	_____	_____	_____	\$ _____	\$ _____	\$ _____	\$ _____

Last Five Years	Average Sunday Sch. Attendance	Average Attendance in other Regular Instruction Prgm. for Children	No. of Children Already Attending Non-Public School	No. of Non-Member Children Being Served in the Church Program
19__	_____	_____	_____	_____
19__	_____	_____	_____	_____
19__	_____	_____	_____	_____
19__	_____	_____	_____	_____
19__	_____	_____	_____	_____

For the current year only: Baptized Membership/Age and Sex

AGE	NO. OF MALES	NO. OF FEMALES
Less than 1	_____	_____
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____
6	_____	_____
7	_____	_____
8	_____	_____
9	_____	_____
10	_____	_____
11	_____	_____
12	_____	_____
13	_____	_____
14 to 17	_____	_____
18 to 23	_____	_____
24 to 35	_____	_____
36 to 50	_____	_____
51 to 65	_____	_____
Over 65	_____	_____

B. SAMPLE SCHOOL SURVEY LETTER AND QUESTIONNAIRE

Dear Parent,

We are attempting to discover your feelings toward the (new) school and we need your help. It is our hope that your responses to the questions below will help us determine some important things about the future of our school.

If you have questions about the school or about this questionnaire, please call the chairman at _____. Return the questionnaire soon in the enclosed stamped, self-addressed envelope. Thank you.

The Recruitment Committee

_____, Chairman

Name, age and grade level of all preschool and elementary children:

	<u>Birth Date</u>	<u>Grade Level</u>
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

Do you favor the Christian Day School in our parish? _____

Why or why not? _____

I would send my child(ren) to the school if _____

My children do not attend the Christian Day School because _____

Please circle the response which most clearly represents your feelings concerning each statement below. Circle an answer to every question regardless of your position. Thank you.

- A - Agree strongly
- B - Agree
- C - No opinion
- D - Disagree
- E - Strongly disagree

Some feelings I have about Christian day school education in general and our Lutheran school in particular are:

- A B C D E 1. the school significantly contributes to the growth of a child's religious knowledge.
- A B C D E 2. the school significantly contributes to the child's religious faith.
- A B C D E 3. the school significantly contributes to the child's future participation in the life and worship of the church.
- A B C D E 4. the Lutheran school offers a superior education.
- A B C D E 5. the school offers adequate extracurricular opportunities.
- A B C D E 6. the teachers are generally highly competent.
- A B C D E 7. the discipline is better and aids parents in raising children.
- A B C D E 8. the school stresses proper moral and social values.
- A B C D E 9. the school provides adequate contact with and knowledge of the outside world.
- A B C D E 10. the basic curriculum is comprehensive and up-to-date.
- A B C D E 11. the physical education program offers a wide variety of good activities.
- A B C D E 12. the teacher-pupil relationship is stronger because of better home-school relationships.
- A B C D E 13. the school building is modern and adequate.
- A B C D E 14. the costs involved are excessive.
- A B C D E 15. the pressures to contribute to the church are greater when children attend the school.
- A B C D E 16. transportation services are generally inadequate.
- A B C D E 17. the distances our children must travel are too great.
- A B C D E 18. public schools are able to do a better job of educating children to live in today's world.
- A B C D E 19. the information I receive about the school is positive, complete, helpful, and professionally done.

Comments: _____

C. SAMPLE TRANSPORTATION SURVEY FORM

Dear Parent,

Greetings from your transportation committee. We hope you will take a minute of your time to assist us in planning.

You have already been contacted about the possibility of having a transportation program as part of _____ (name) school's operation. Many questions have been asked about transportation. To help us answer these questions, please complete the form below and return it, using the return envelope.

Many thanks.

The Transportation Committee

_____, Chairman

1. If my children were to attend the new school, they would need transportation.

____ Yes ____ No

2. The method of transportation that would serve my needs best:

____ public school buses

____ public transportation

____ car pools

____ Lutheran school bus or van

____ other _____

3. If a car pool system were to be formed, I would be available to take my turn driving.

____ Yes ____ No

4. If it were necessary to purchase and operate a bus (or van), I would be willing to pay a nominal monthly fee to have my child(ren) ride the bus. ____ Yes ____ No

5. I am interested in the idea of providing transportation and would be willing to assist the committee in some way. ____ Yes ____ No ____ Maybe

6. At the present time we are considering sending our child(ren) to the Lutheran school.

____ Yes ____ No ____ Uncertain

Name of parent(s) _____

Address _____ Telephone _____

_____ Zip Code _____

Church Membership _____

School-aged children:

	<u>Name</u>	<u>Present Grade Level</u>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

PLANNING FOR LUTHERAN ELEMENTARY SCHOOLS

E01 WHY THE LUTHERAN SCHOOL	Rev. Paul Pallmeyer Minneapolis, Minnesota
E02 GUIDELINES FOR STARTING A NEW SCHOOL	Mr. Neal Meitler Dr. Martin Wessler Milwaukee, Wisconsin
E03 BOARD OF EDUCATION HANDBOOK	Dr. Glenn Bracht Waverly, Iowa
E04 PERSONNEL HANDBOOK	Mr. Kenneth Markworth Waverly, Iowa
E05 RECRUITMENT/PUBLIC RELATIONS/TRANSPORTATION HANDBOOK	Mr. Richard Sauer Ft. Wayne, Indiana
E06 LEGAL REQUIREMENTS	Mr. Wilbur Tewes Appleton, Wisconsin
E07 CURRICULUM PLANNING GUIDELINES	Dr. Glenn Kraft Seward, Nebraska
E08 FINANCIAL PLANNING AND ACCOUNTING HANDBOOK	Mr. Neal Meitler Milwaukee, Wisconsin
E09 FUNDING ELEMENTARY SCHOOLS	Mr. Neal Meitler Dr. Martin Wessler Milwaukee, Wisconsin
E10 BUILDING AND EQUIPMENT PLANNING	Mr. Robert Eggold Topeka, Kansas
E11 THE ROLE OF ELEMENTARY SCHOOL IN CHANGING COMMUNITIES	Mr. Donald Kell Ann Arbor, Michigan
E12 PARENTS AS PARTNERS	Mr. Eldor Kaiser Appleton, Wisconsin
E13 MODEL LUTHERAN SCHOOLS	Mr. Ellsworth Kierbs Seward, Nebraska

The above materials can be ordered from:

Board of Parish Education
The Lutheran Church-Missouri Synod
3558 South Jefferson Avenue
St. Louis, Missouri 63118

or

The American Lutheran Church
Mr. Don Vetter
Wartburg College
Waverly, Iowa 50677

The most effective agencies available to the Church
for equipping God's people for ministry are the
Lutheran elementary and secondary schools.